

Title	Facilitate youth empowerment in youth work		
Level	6	Credits	6

Purpose	People credited with this unit standard are able to: explain youth empowerment in accordance with the <i>Mana Taiohi</i> youth development principles; respond to youth in a youth work setting; identify situations of disempowerment of youth; use strategies to plan to facilitate empowerment of youth; and implement the plan to facilitate empowerment of youth.
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Classification	Social Services > Youth Development
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Available grade	Achieved
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Guidance Information

- 1 People awarded credit for this unit standard are able to implement Te Tiriti o Waitangi in youth work according to the authority and resources available to them and are able to apply this competence to the context of assessment against this unit standard. For further clarification, refer to Unit 22246, *Implement Te Tiriti o Waitangi in youth work*.
- 2 Legislation relevant to this unit standard includes but is not limited to:
 - Crimes Act 1961;
 - Employment Relations Act 2000;
 - Health and Safety at Work Act 2015;
 - Human Rights Act 1993;
 - Official Information Act 1982;
 - Oranga Tamariki Act 1989 (Children's and Young People's Well-being Act 1989);
 - Privacy Act 1993.
- 3 References:
 - Ara Taiohi. (2011). *Code of Ethics for Youth Work in Aotearoa New Zealand* (2nd edition). Available at: <https://arataiohi.org.nz/career/code-of-ethics/history-of-the-code-of-ethics/>.
 - Ara Taiohi. (2019). *Mana Taiohi Principles*. Available at: <https://arataiohi.org.nz/resources/training-and-resources/mana-taiohi/>.
 - Ministry of Youth Development. (2009). *Keepin' it real: A resource for involving young people in decision making*. Wellington: Ministry of Youth Affairs.
 - UN General Assembly. (1989) *Convention on the Rights of the Child*. Available at: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>.
- 4 Definitions:
 - *Characteristics and needs of youth* may be physical, spiritual, or mental. Characteristics include: age and stage of development, coping strategies, culture,

disabilities, experience and knowledge, gender, health status, personal history, language, sexual orientation, socio-economic situation, risk and resiliency factors. Needs include physical comfort, safety, and privacy.

- *Empowerment* recognises that youth may be oppressed and marginalised, and lose power and control over their own lives by virtue of disempowerment on the basis of characteristics such as their age, culture, disabilities, economic status, gender, or sexual orientation.
- *Strategies* may include: individual counselling; family meetings or whānau hui; crisis intervention; social services information or advice; referral to other services; mobilisation of resources; community education or recreation; community or social change; changes to social policy or structures; economic development.
- *Structures* include but are not limited to: cultural, economic, ideological, and kin structures; political and social agencies and organisations; other arrangements that distribute or process resources, or maintain, manage, govern, or organise society.
- *Whai wāhitanga* recognises young people as valued contributors to society, giving them space to participate, assume agency and take responsibility.
- *Youth* refers to disempowered youth with whom the person seeking credit for this unit standard is working. They may be individuals or a group.

5 Assessment notes:

This unit standard may be assessed against evidence of demonstrated performance in the workplace, or through the use of simulated workplace situations that closely approximate the performance required in workplace settings. Workplace settings can include field education placements.

People awarded credit for this unit standard empower young people and encourage their participation in accordance with the *Mana Taiohi* principles.

- 6 All communications are treated confidentially. The scope and limits of confidentiality are defined through negotiation and informed consent, and criteria established by legislation, ethical practice, and youth work agency guidelines. Sources of *criteria established by legislation, ethical practice, and youth work agency guidelines* may include but are not limited to: Official Information Act 1982, Privacy Act 1993, youth work agency codes of conduct, codes of practice issued by the Privacy Commissioner, youth work codes of ethics, and youth work agency protocols, staff manuals, strategic plans. Relevant additional legislation and the *codes of conduct, and youth work agency guidelines* will be determined according to the context of assessment.

Outcomes and performance criteria

Outcome 1

Explain youth empowerment in accordance with the *Mana Taiohi* youth development principles.

Performance criteria

- 1.1 *Mana Taiohi* is explained in terms of all principles, goals, and the concept of the strategy.

1.2 *Whai Wāhitanga* is explained in terms of its application to empowering youth.

Range application may include but is not limited to – being shaped by the big picture; youth being connected; consistent strengths-based approach; quality relationships; youth participating fully; having good information; evidence is required for four of the above.

Outcome 2

Respond to youth in a youth work setting.

Performance criteria

2.1 Methods of responding to youth positively to acknowledge their characteristics and needs.

2.2 Methods of responding ensure that youth are listened to, respected, believed, affirmed, and supported.

2.3 Methods of responding to youth include interpersonal skills and methods of interaction that acknowledge verbal and non-verbal communications.

Range interpersonal skills – attending, clarifying, encouraging, following, listening, discussion, questioning, paraphrasing, reflecting.

2.4 The purpose of the working relationship between the youth and the youth worker is identified according to confirmation with the youth.

Outcome 3

Identify situations of disempowerment of youth.

Performance criteria

3.1 The nature and level(s) of disempowerment are defined according to consultation with youth.

Range nature of disempowerment may include but is not limited to – age, culture, disabilities, economic status, gender, sexual orientation; level(s) of disempowerment may include but are not limited to – personal, institutional, societal.

3.2 The history and effects of the experience of disempowerment are identified according to available sources of information on the disempowering strategies.

Range available sources of information may include but are not limited to – youth's personal or group history from oral accounts; personal interviews; statistics; written sources; evidence is required of two sources of information.

Disempowering strategies include but are not limited to – tokenism, manipulation, disempowering methods of consultation; history and effects of the experience of disempowerment may include but are not limited to – young person's personal or group history in terms of criminal offending and imprisonment; educational attainment and opportunities; educational or other social deprivation; housing and homelessness; physical and/or mental health and ill-health; poverty; prejudice and discrimination; sexuality and sexual orientation; social displacement; alcohol and drug issues; suicide, employment and unemployment; abuse and violence; financial independence and welfare dependency; evidence is required of three examples of the history and effects of disempowerment of youth.

3.3 Disempowering or marginalising structures and power dynamics in the youth's life context are identified.

Outcome 4

Use strategies to plan to facilitate empowerment of youth.

Performance criteria

4.1 Strategies for restoration of self-determination to youth are identified in accordance with *Mana Taiohi*.

Range strategies may include but are not limited to – being shaped by the big picture; strengths-based approach; developing skilled people to work with youth; relationships and connections within the young person's peer group, whānau, school work, and community; participation of youth in decisions that affect them; creating opportunities for youth to participate; gaining information; evidence is required of identification of four strategies.

4.2 A strategy for empowerment is chosen and the plan for implementation of the strategy is developed within parameters established by youth.

Range parameters – culture, values, and experience of youth; objectives for change; potential for effectiveness in achieving objectives.

4.3 The characteristics and needs of youth and the youth worker's role and function are considered when planning.

4.4 Planning is conducted using methods that encourage self-determination of youth and discourage dependency by them on the youth worker or youth work agency.

4.5 Planning addresses the development of essential aspects of the plan to facilitate empowerment of youth.

Range essential aspects of the plan may include but are not limited to – objectives; identification of resources available to meet objectives; timeframe consistent with the use of available resources to achieve objectives; responsibilities and accountabilities of people who will be involved in implementing the plan to facilitate empowerment of young people; contingencies; procedures to be followed in relation to contingencies; reality testing of planned strategies against objectives; available resources, and institutional targets of the strategies; methods for evaluating progress towards achieving the objectives.

Outcome 5

Implement the plan to facilitate empowerment of youth.

Performance criteria

- 5.1 Implementation is in accordance with the youth worker's role and function in the plan, and *Mana Taiohi*.
- 5.2 Any problems encountered in implementation are responded to in accordance with the provisions in the plan for contingencies and *Mana Taiohi*.
- 5.3 Implementation is evaluated in collaboration with youth according to the provisions in the plan for evaluation.
- 5.4 Implementation is evaluated using methods that measure outcomes against planned objectives.
- 5.5 Where necessary, revisions to the plan are made according to the outcomes of the evaluation and in collaboration with youth.

Planned review date	31 December 2024
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	30 August 1999	31 December 2021
Revision	2	20 March 2003	31 December 2021
Review	3	26 November 2007	31 December 2021
Review	4	28 May 2020	N/A

Consent and Moderation Requirements (CMR) reference	0024
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This CMR can be accessed at <https://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Careerforce info@careerforce.org.nz if you wish to suggest changes to the content of this unit standard.